

VERBAL AND NONVERBAL COMMUNICATION IN TEACHING PHYSICAL EDUCATION AND SPORTS

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Abstract

Any change of information between individuals is called communication, whether intentional or not, conscious or not, whether transmitted through words, gestures, body language or facial expressions. Being an incredibly complex process, communication is also very difficult to define in such a way as to cover all the aspects which it entails. The present article discussed the various types, methods and characteristics of verbal and nonverbal communication in teaching physical education and sports in particular. Team and individual competitions require efficient communication between teammates and between coach and team. Communication skills become a necessity for tactical interactions and for success in sport competitions.

Keywords : Verbal communication, Nonverbal communication, Teaching, Physical Education and Sports.

INTRODUCTION

Communication is the process of mutual transfer of feelings and thoughts, which has been the most important instrument in the formation of accumulation of knowledge which can be transferred from past to present by the people who are social beings. It is possible to say that communication skills that people have and can improve through education has become even more important within the context of rapidly developing technology and social changes in today's world (1).

The word of "communication" which was derived from the Latin word of "communis" and which is used as the equivalent of transmission refers to a partnership, association and socialization as a meaning (2).

There have been a variety of definitions for communication. Coming to an agreement on the common meaning of transmitted feeling, thought, attitude, knowledge and behaviors in these definitions constitutes the common point (3).

In traditional sense, communication function is generally seen as the mutual exchange of something (4).

Transferring of knowledge, feelings and skills to communication by using symbols and attributing meanings to it such as seeking meaning and case exchange are possible (5-6). Dökmen (7) defines the communication as a process in which participants produce knowledge/symbol and transmit them to each other, and they try to interpret and understand these messages.

Preventing the problems that may arise in this process could prevent the lack of communication in relationships among people, and accordingly could make relationships more reliable. Furthermore, the resolution of problems that may arise among individuals is associated with the well expression of this problem (8).

People can ensure this just by being conscious of some communication skills (9).

Hubley (10) has shown us that communication is a complex process (Fig.1).1

At any stage of this process things may go wrong, making the communication less effective. For instance, the sender may not express what s/he wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. To be effective, teachers have to try to minimize these barriers to communication. We do this in a number of ways – for example, by making sure that the room is quiet and well lit; by speaking slowly and clearly; by only using words which the students should be able to understand. However, the most important way to overcome the barriers is two-way communication (Fig. 2). This means getting regular feedback from the receivers (the students in this case): do they really understand what we are trying to put across? Communication does not only take place by means of words; non-verbal communication (or body language) is equally important. We are all familiar with the different kinds of non-verbal communication (Fig-3) (9-10).

Fig. 1: Communication

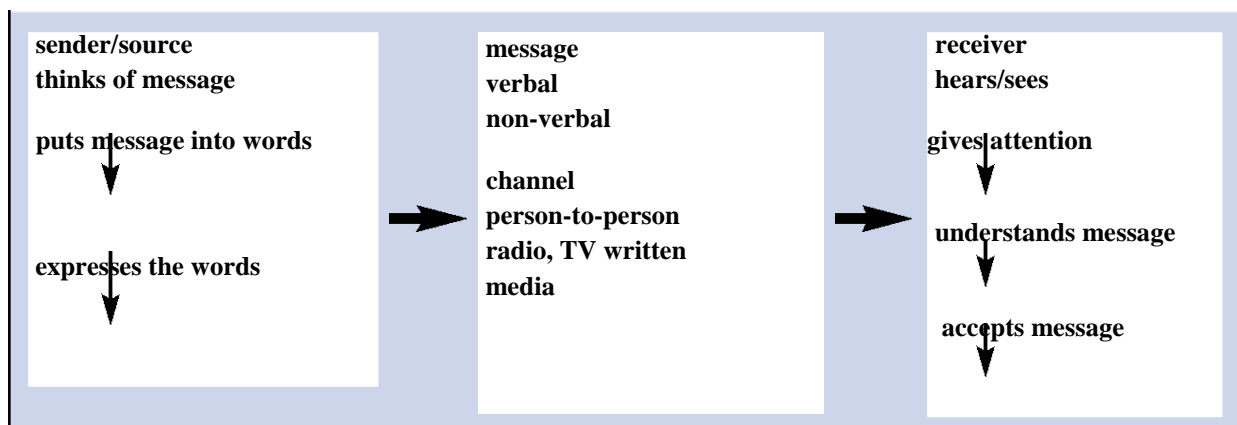
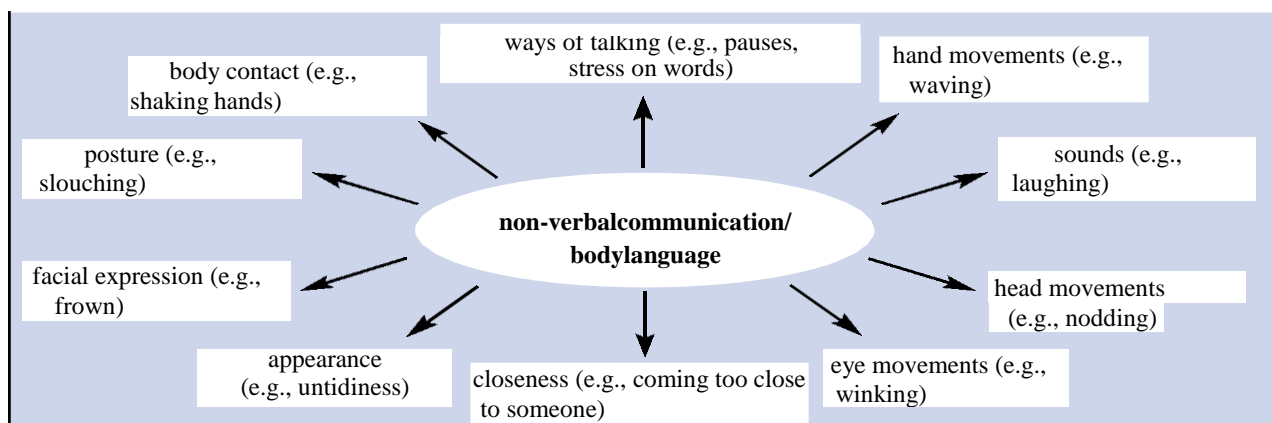
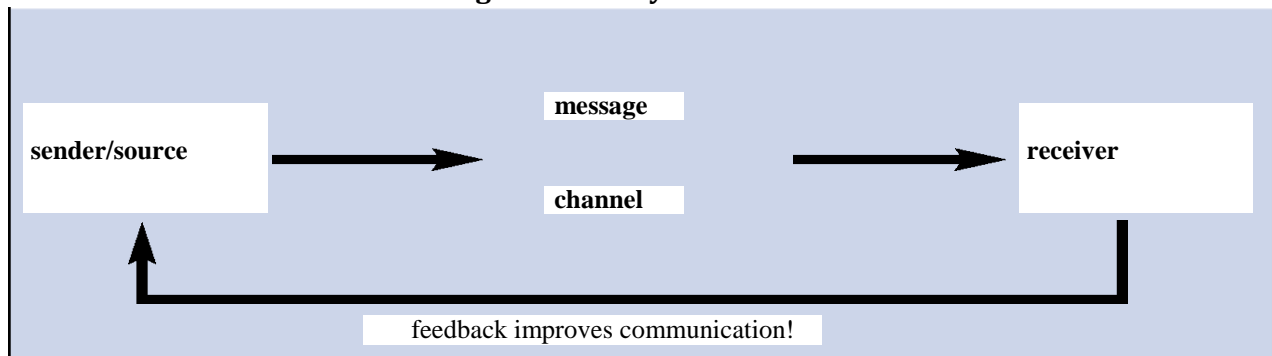


Fig. 2: Two-Way Communication



VERBAL COMMUNICATION

The communication of thoughts, feelings and desires is done mostly through language, this being the most specific and used method of inter-human communication. Language is a complex system of interpersonal exchange composed of articulate sounds which represent more than a simple method of transmitting information and data. It's "a different/unique type of individual conduit, namely verbal conduit, which implies diverse activities (speaking, listening, idea exchange, retention of audio code and the reproduction and translation of it)" (11)

VERBAL COMMUNICATION IN LEARNING

The teacher is the one who always provides an explanation in the class. Good teachers are teachers who become role models in speaking and have good writing skills. Teachers are also required to understand the students' verbal communication and are able to help students improve their verbal ability. Andrew and coworkers (12) mentioned that verbal ability refers to one's skills to make use of ideas through words, either oral or written. These skills involve vocabulary mastery to be able to choose the right words to give meaning to the audience. Verbal ability also concerns the ability to organize the words in a way that is logical. Verbal ability is part of traditional construction intelligence (13).

- In General, the verbal abilities of the teachers are:
- Clear in explaining information
- Give obvious explanation
- Help students to use the ideas in words
- Help students improve their communication skills
- Help students understand the meaning of the written language
- Capable of using analogies in learning
- Communicate well with parents either orally or written
- Communicate effectively with personnel administration.

IMPORTANCE OF VERBAL COMMUNICATION

There are so many ways in which verbal communication is important (14)

For example:

1. Keeping each other informed:

We can use verbal communication to disseminate useful and important information.

2. Asking for help and support:

Communicating verbally about our problems is the first step to solving them.

3. Making friends:

Communicating with others can be the start of a good friendship.

4. Expressing ourselves creatively:

Verbal communication can be the means for expressing our imagination.

5. Sharing emotions:

We can share emotions as well as factual information with our verbal communication skills.

TYPES OF VERBAL COMMUNICATION

There are seven main types of verbal communication, which are as follows (14):

1. Speaking face to face:

Here, our words are combined with our gestures, facial expressions and tone of voice to give a full communication package.

2. Speaking on the phone:

Communicating verbally on the phone is an excellent way to reach people far away.

3. Video-chat services:

The wonders of the internet have enabled us to communicate verbally with people everywhere and to stay in touch with our loved ones across the globe.

4. Writing a letter:

Old fashioned letter writing is an art that will never die.

5. Giving a lecture:

This is a key example of the utility of verbal communication in an academic context.

6. Making announcements:

Those handy announcements over the tannoy at supermarkets or train stations are key examples of verbal communication.

7. Leaving a voice mail:

Sometimes, we can record our verbal communications for our friends, family and colleagues to pick up later.

NON-VERBAL COMMUNICATION

Nonverbal communication is a message expressed differently than through words, and these messages are 4.5 times more rapidly decoded than words. Nonverbal messages can confirm, support, contradict, complete or replace messages transmitted through words. They constitute of body-visual signals which offer information through the collocutor and information about their participation method to the process of communication. These signals could be (15):

- Static (natural, developed, superimposed) with express reference to physical appearance (physiognomy, morphologic type, wrinkles, clothes, makeup, etc.)
- Kinetic (general body-language, gestures, mimic, position of gaze)
- Sensitive (olfactory signals, thermic signals, tactile signals)

Mehrabian, A. and Weiner, M (16) were the first to study non-verbal messages and they underlined the complexity of the process of communication through the prism of the multitude of information which are transmitted through the attitude of those involved.

Each time we communicate, we exteriorize signs and signals, conscious or not, intentional or not, through way of methods such as:

- Facial expression – shock, amazement, smile, frowning, blushing, etc.;
- Gesticulatory – movement of the body or the hands, gestures that usually accompany verbal messages to accentuate their content;
- Orientation- between the interlocutor and the position of the body during the process of communication;
- Proximity – the distance between interlocutors;
- Visual contact – whether it occurs, how it occurs and how long it lasts;
- Touches – a gentle pat on the back, the grabbing of shoulders, etc.;
- Movements of the body – which suggest approval or disapproval, encouragement or discouragement, the interlocutor to continue;
- Exterior aspect – their physical appearance, clothes, makeup;
- Intonation, rhythm and the topic of speech – these are considered elements of paralanguage;

- Nonverbal aspects of writing – the general visual aspect, organization, positioning of text orientation, inclination, etc.;

These signs and signals, to some authors, meaning the same thing, are terms that imply certain meaning differences in the opinion of others. (17) considered that the two terms be used interchangeably, although it is recommended to use the term of signal when referring to non-verbal behavior and the term of sign when referring to somatotypes, artifacts or odors emanating from the body.

The correlation between nonverbal and verbal communication used while teaching are the prerequisites of a successful interpersonal communication. Three basic steps (phases) of alignment of verbal and nonverbal communication are:

1. Identification, that is, recognition of personal but also other people's nonverbal messages;
2. Conversation, that is, communication about personal and other people's nonverbal messages – meta-communication;
3. Joint resolution of disagreement in communication.

Knowing all these steps and using them in teaching communication skills makes the basic skill a teacher must master in order to ensure the quality of the realized communication, and thus directly contribute to the quality of the lessons. The appropriate use of nonverbal communication in teaching necessarily requires knowledge of the basic characteristics of nonverbal communication and its channels (18).

NONVERBAL COMMUNICATION IN LEARNING

The object of nonverbal communication is different among authors (19) includes nonverbal communication such as body contact, posture, proximity, facial, body, physical, view movements, voice emotion while talking, mistake in speaking, accent. Meanwhile, according to (20) are physical characteristics, movement, touch, proximity, artifacts, and environmental factors (21). The techniques that can be used to teach nonverbal communication are described as follows:

- The learners are invited for discussion about the meaning of the gesture (gesture) and expression (demonstrated by the teacher, through images, or other material)
- The learners imitate both physically and emotions.
- The learners are invited to watch the video clip with no sound, discuss body language, relationships, emotions and feelings, then write the dialogue.
- The learners make dialog with the use of gesture and expression only.
- The learners polish dialogue based on the results of the imitating.
- The learners, in pairs, to listen to each other for 30 minutes, using only non-verbal response.

VERBAL AND NONVERBAL COMMUNICATION IN TEAM GAMES

During a game in a sport competition, the specific language is a code of visual and additive gestures. The success is depending of the consolidated tactical teammates relations and synchronization of their actions. On the pressure of time and rapid development of the game, players must take tactical synchronized decisions (22). In this context the nonverbal communication is prevalent because during the game, except the time outs, is no time for words. The connection between the teammates is meaningful in a social and occasionally in an emotional meaning too. Nonverbal communication usually carries more emotional meaning

than words only. It was observed a prevalence of nonverbal communication in individual sports also. In athletics events for example, the athletes communicate nonverbally 52, 14%, while coaches respond in 50,83% of cases with gestures and body movements (23). Nonverbal communication is a code that has the advantage to be all known, can be delivered at long distance and understood 4.5 times more rapidly than verbal communication (24). Nonverbal messages could be encoded in gestures; eye contact; body movement like speed, direction, proximity or amplitude; attitude, body shape, facial expression; touching; etc. Mehrabian had stated that even 55% of the communication is happening via general body language (25). Having such a wide range of signs and signals the channels that address nonverbal communication are, in fact, the five senses. Due to its features the nonverbal communication is often present around the court not only on the court. The referee's signs and signals have meanings for competitors, coaches and audience whatever if they speak different languages (26) Colors, numbers and marks also have significance in the convention of sport games. The coach communication style, other than the verbal content, will determine the team working climate. An open climate will inspire trust, enjoyment and will support the athletes to maintain a good team spirit in training and competition (27). A pleasant and supportive social environment will help sportsmen to take part enthusiastically in training sessions. Working in a friendly group, watching other people exercising, receiving constructive feedback and assistance could motivate youngsters intrinsically to join and continue in a sport team (28-29).

THE IMPORTANCE AND ADVANTAGES OF SPORTS COMMUNICATION

- Sport remains the best way to manifest, demonstrate, and inform a man.
- Through sport the necessity to demonstrate our power and will to fight is satisfied.
- Through sport one can reach the knowledge of performance, to always be above the competition.
- Through sports the limits of human performance capacities are expanded.
- Though sport culture and tradition are developed.
- Sport information amplifies the phenomenon thus transforming it into an athletic spectacle.
- Sport has become a way of technological, artistic and aesthetic capitalization.
- Sport can trigger emotional states such as love, hate, respect and fear
- Sport can trigger group bonding and socializing between different groups.
- The athletic performance is of interest for a diversity of areas of research.
- Expression of the players are nonformal in nature,
- All the signals in sports are nonformal,
- Scoring in various sports are nonformal way
- Directions of the coaches are also nonformal outside of the ground.
- Demonstration for particular skill is also nonformal.
- Spectators dress and gesture are a nonformal way of communication.
- Application of Artificial Intelligence in visual forms for communicating with players and coaches for better performance and error correction.
- For advertisement of players photograph with various gesture is also a nonformal way of communication in the society.

All those who benefit from this system of communication through sport are: athletes, coaches, referees, specialists, officials, journalists, spectators and readers (30).

OUTCOMES

- Nonverbal communication is a process of generating meaning using behavior other than words. Nonverbal communication includes vocal elements, which is referred to as *paralanguage* and includes pitch, volume, and rate, and non-vocal elements, which are usually referred to as *body language* and includes gestures, facial expressions, and eye contact, among other things.
- Although verbal communication and nonverbal communication work side by side as part of a larger language system, there are some important differences between the two. They are processed by different hemispheres of the brain, nonverbal communication conveys more emotional and affective meaning than does verbal communication, nonverbal communication isn't governed by an explicit system of rules in the same way that grammar guides verbal communication, and while verbal communication is a uniquely human ability, many creatures including plants, birds, and mammals communicate nonverbally.
- Nonverbal communication operates on the following principles: nonverbal communication typically conveys more meaning than verbal communication, nonverbal communication is more involuntary than verbal communication, non-verbal communication is often more ambiguous than verbal communication, and nonverbal communication is often more credible than verbal communication.
- Nonverbal communication serves several functions.
- Nonverbal communication affects verbal communication in that it can complement, reinforce, substitute, or contradict verbal messages.
- Nonverbal communication influences others, as it is a key component of deception and can be used to assert dominance or to engage in compliance gaining.
- Nonverbal communication regulates conversational flow, as it provides important cues that signal the beginning and end of conversational turns and facilitates the beginning and end of an interaction. Nonverbal communication affects relationships, as it is a primary means through which we communicate emotions, establish social bonds, and engage in relational maintenance.
- Nonverbal communication expresses our identities, as who we are is conveyed through the way we set up our living and working spaces, the clothes we wear, our personal presentation, and the tones in our voices (31).

CONCLUSION

Verbal communication is about language, both written and spoken. In general, verbal communication refers to our use of words while nonverbal communication refers to communication that occurs through means other than words, such as body language, gestures, and silence. Both verbal and nonverbal communication can be spoken and written. Many people mistakenly assume that verbal communication refers only to spoken communication.

It is only through an agreed-upon and rule-governed system of symbols that we can exchange verbal communication in an effective manner. Without agreement, rules, and symbols, verbal communication would not work. The reality is, after we learn language in school, we don't spend

much time consciously thinking about all of these rules, we simply use them. However, rules keep our verbal communication structured in ways that make it useful for us to communicate more effectively.

In case of physical education and sports both the way of communication simultaneously use for better communication and express emotion and identity as it is related with movement and expertise over skills. Practice makes perfect, and so take the time to actively practice these communications skills for educational institution, play ground and workplace success: active listening, clarity and conciseness, confidence, empathy, friendliness, open-mindedness, giving and soliciting feedback, confidence, respectfulness, and non-verbal (body language, tone of voice, eye contact) communication.

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